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AUTHOR Parks, Lela Mae; And Others
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ABSTRACT

One in a series of five volumes of teacher-developed learning modules on urban career education (K-12), this document contains learning activities for grades 7-12 which are intended to be infused in the following subject areas: mathematics, science, business, special education, and health education. Each module includes the following information: grade level, subject area, learner outcomes, baseline objective, performance objective, curriculum content, activities, and resources/suggestions. (BM)

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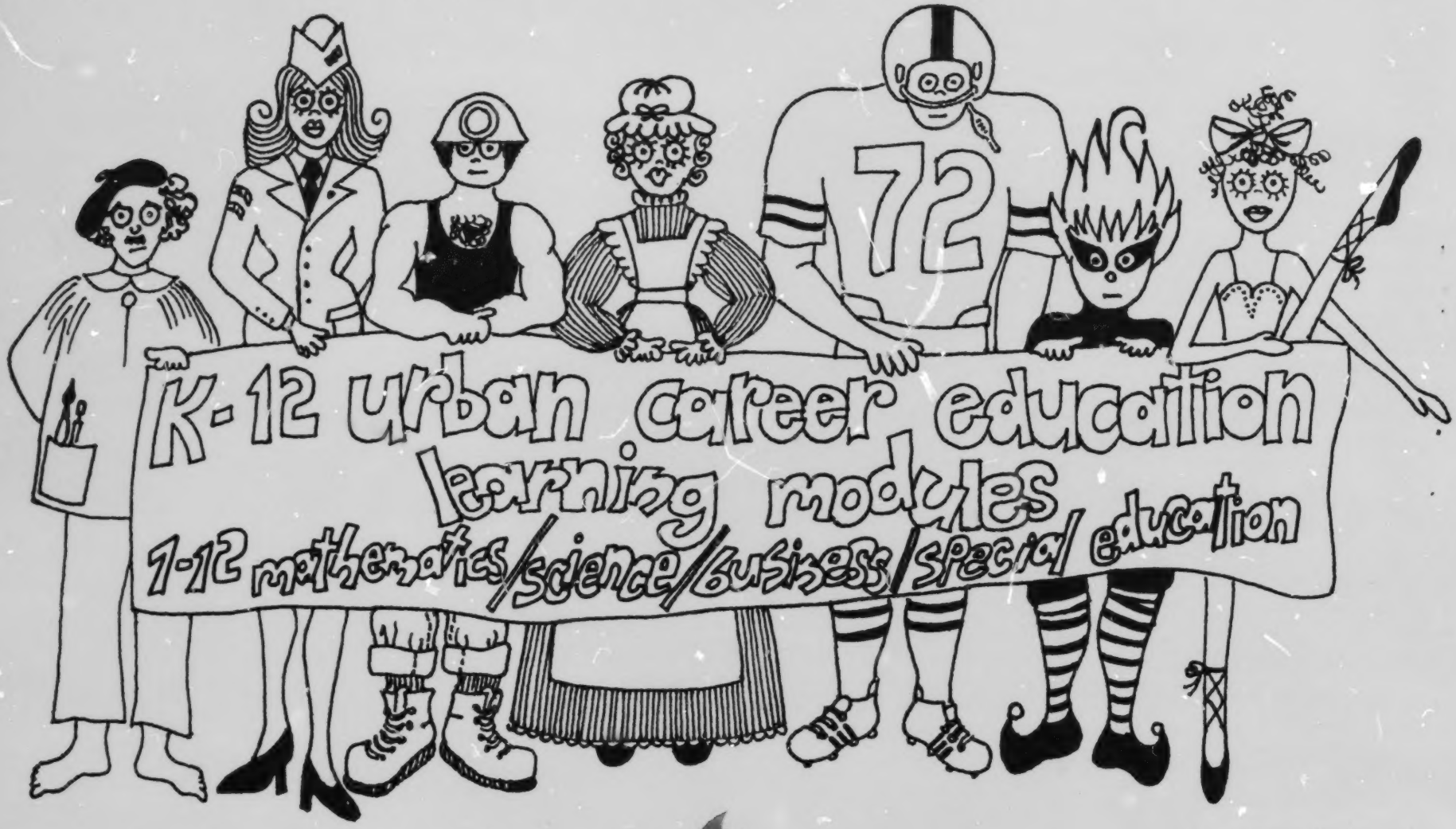

dallas independent school district

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K-12
URBAN CAREER EDUCATION LEARNING MODULES

7-12
MATHEMATICS/SCIENCE/BUSINESS/SPECIAL EDUCATIO

WRITTEN BY THE PARTICIPATING TEACHERS

SEPTEMBER, 1977

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This is a product of the Instructional Services Department

B.J. Stamps - Assistant Superintendent

Pablo Perez - Deputy Assistant Superintendent

Jay Cummings - Director, K-12 Urban Career Education Project

Staff

Henry E. Creech
Elizabeth Hall
Raul Rodriguez
Kay Landes
Shirley Fisher
Jean Burt
Gracie Cortez
Rosalind Curl

Curriculum Editors

Shirley Barton
Lincoln Butler
Beth Daffron
Jo Ann O'Neill
Janet Schorer

Cover Design By
Libby Nickel

This publication is the result of sixty hours of staff development training for approximately 250 participants from fourteen project schools in the East Oak Cliff Sub-District. These sessions dealt with the infusion of career education into the classrcom curricula. Each participant developed two original modules which are included in this publication. It is not possible to list all of the contributors who assisted in this endeavor. However, it must be recognized that it was through their efforts that we are able to share these suggestions for improving the educational experience of East Oak Cliff students through the infusion of career education into the classroom curricula.

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Dallas Independent School District

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Nolan Estes
General Superintendent

FOREWORD

The K-12 Urban Career Education Project is dedicated to improving the educational experience of students in the East Oak Cliff Sub-District of the Dallas Independent School District. The goal of this project is to successfully infuse the concepts of career education into the daily curriculum provided by the Baseline programs. To accomplish this, a cadre of teachers have been trained in the methods of infusion and asked to produce sample learning modules for classroom use.

This publication contains the collected works of these teachers from fourteen project schools in the sub-district. These modules will serve as a guide for each participating teacher as the project moves toward active implementation of career education in the classroom.

Nolan Estes
General Superintendent

3700 Ross Avenue, Dallas, Texas 75204, 214/824-1620

CAREER EDUCATION

SUBJECT: Mathematics

GRADE LEVEL: 7

CAREER EDUCATION LEARNER OUTCOME: 3:06 Given a hypothetical situation the student should be able to determine how much it will cost him or her to work.

BASELINE OBJECTIVE: Add, subtract, multiply and divide decimals.

PERFORMANCE OBJECTIVE: The student will be able to determine working expenses for a baby sitting job and how much money is left over for his/her personal use.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
-Hourly Rate -Special Expenses -Multiply decimals -Subtract decimals	The student will: 1. Discuss with other students to find out the hourly rate for baby sitting. 2. Discuss what expenses might be involved in the job. 3. Determine the amount of pay from a five hour job and subtract all expenses to find out how much money is available for her/his personal use.	1. Teacher led discussion. Resource: Baby Sitting Guide from Johnson & Johnson. 2. Bus fare, snacks, and special supplies, etc. 3. Teacher should check the arithmetic.

EVALUATION: The student will determine working expenses for a baby sitting job and how much money is left over for his/her personal use.

Lela Mae Parks
Boude Storey Middle School

CAREER EDUCATION

SUBJECT: Mathematics

GRADE LEVEL: 7

CAREER EDUCATION
LEARNER OUTCOME: 4:06 The student should understand that it is satisfying to know how a specific task relates to the finished product.

BASELINE OBJECTIVE: Adding and subtracting two or more simple fractions with unlike denominations and express the answer in simplest form.

PERFORMANCE OBJECTIVE: The student will be able to discuss the importance of knowing how to determine the GCF and the LCM before adding and subtracting fractions.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Greatest Common Factors Least Common Multiple Addition of fractions - find common denominator - find numerators - add Subtraction of fractions - find common denominator - find numerators - subtract	1. Find the GCF of a series of numbers. 2. Find the LCM of a series of numbers. 3. Add simple fractions by finding a common denominator using GCF or LCM. 4. Subtract simple fractions by finding a common denominator using GCF or LCM.	1. New Dimensions in Mathematics, pp. 66-69, 73-77. Ex.: Find the GCF of the following numbers, 6 & 12 is 6. 2. Modern School Mathematics, pp. 162-163, 166-167. Ex.: LCM of 2 & 3 = 6. 3. & 4. Teacher made problems and Target Mathematics, American Book Co.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Discuss with the class whether it would be possible to find common denominators if he/she did not know how to find LCM and GCF first.	5. Teacher led discussion. Perhaps student could compare this with other situations where previous knowledge is important. - must know alphabet before you can spell - must know how to float before you can swim.

EVALUATION: The student will discuss the importance of knowing how to determine the GCF and the LCM before adding and subtracting fractions.

Lela Mae Parks
Boude Storey

CAREER EDUCATION

SUBJECT: Mathematics

GRADE LEVEL: 7

CAREER EDUCATION
LEARNER OUTCOME: 9:08 The student should demonstrate skills, such as using rulers and tape measures.

BASELINE OBJECTIVE: Determine the area, circumference and perimeter of a geometric figure when given appropriate data.

PERFORMANCE OBJECTIVE: The student will be able to measure the perimeter, circumference, and area of six geometric figures.

CURRICULUM CONTENT	ACTIVITIFS	RESOURCES/SUGGESTIONS
Formulas: Perimeter = sum of the sides Circumference $C = 2\pi r$ Area - circle = πr^2 - triangle = $\frac{1}{2}$ bh - rectangle = l • w - square = s^2 - parallelogram = bh - trapezoid = $\frac{1}{2} h(b_1 + b_2)$	The student will: 1. Work pages 125-134 of his/her workbook. 2. Measure the perimeter circumference, and determine the area of different objects in the classroom. 3. Participate in a field trip to measure the perimeter, circumference and find the area of several objects outside the classroom. 4. Find the area of the six basic geometric figures when given the perimeter or circumference.	1. Text: Shea, Working With Numbers. Students work independently. 2. Measuring exercises should be done in groups of six. Text, ruler, tape measure, pencil. 3. Use perimeter and circumference in the formulas to find the area. 4. Teacher made worksheet.

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CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Discuss possible jobs where a knowledge of perimeter, circumference and area are necessary.	5. Examples of occupations: - architects - construction workers - surveyors - carpenters

EVALUATION: The student will be able to measure the perimeter, circumference and area of six geometric figures.

Jerrell Wolaver
Oliver Wendell Holmes

CAREER EDUCATION

SUBJECT: Mathematics

GRADE LEVEL: 8

CAREER EDUCATION
LEARNER OUTCOME: 3:10 The student should understand that in order to become a manager or supervisor, it may be necessary to start at a lower level.

BASELINE OBJECTIVE: Add, subtract, multiply, and divide whole numbers.

PERFORMANCE OBJECTIVE: The student will be able to list 5 positions in a local store that may lead to becoming the manager and the basic math skills involved in each position.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Basic Math Operations -Addition -Subtraction -Multiplication -Division	The student will: 1. Define whole numbers	1. Glossary Modern School Mathematics.
	2. Solve problems using whole numbers.	2. Text pp. 414-415.
	3. Visit a local store.	3. Large grocery store in community.
	4. List at least 5 job positions within the store	4. Rank them from lowest to highest position. Start with package boy, stocker, etc.
	5. Identify math skills important to each job.	5. Addition, subtraction, multiplication, division, computing percentages, etc.

Curriculum Content	Activities	Resources/Suggestions
	6. Interview a self-employed grocer.	6. Find out how he started out and how he got his own business.
	7. Work math problems that people involved in the grocery business might have to solve.	7. Examples- Figuring out how many cases of a certain item to order, how much of an item will fit into a display, etc.

EVALUATION: The student will list 5 positions in a local store that may lead to becoming the manager and the basic Math skills involved in each position.

Geraldine Smith
Boude Storey

CAREER EDUCATION

SUBJECT: Mathematics

GRADE LEVEL: 8

CAREER EDUCATION
LEARNER OUTCOME: 9:01 The student should be able to give examples of how an understanding of a specific knowledge is a means of achieving a particular career goal.

BASELINE OBJECTIVE: Find the perimeter, circumference and area of geometric figures.

PERFORMANCE OBJECTIVE: The student will be able to list five jobs that require a knowledge of perimeter, circumference and area.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Vocabulary -perimeter -circumference -area -geometric figures	1. Define vocabulary words and use each in a sentence.	1. Dictionary.
	2. Work problems to find perimeter of squares, rectangles and triangles using P=S+S+S+S.	2. Math Baseline attachments 1-HH to 11-HH.
Formulas -perimeter = sum of the sides -circumference $2\pi r$ -area rectangle = base x height square = base x height circle = πr^2 triangle = $\frac{1}{2}$ x base x height	3. Find the circumference of various circles when given the radius.	3. Modern School Mathematics, Baseline attachments HH.
	4. Learn the formulas for area of a square, rectangle, triangle and circle.	
	5. Use the formulas to find the areas of specific figures when given their measurements.	5. Teacher made problems, textbook, Baseline.
Reasons for knowing area, perimeter, circumference	6. Discuss reasons why it might be necessary to know about perimeter, area and circumference.	6. Examples: How much paint to use on a wall. How much fabric for a table cloth. How much fertilizer to buy for the lawn.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Job descriptions - architect - construction worker - carpet installer - industrial engineer - mover (etc.)	7. Using the want ads of a newspaper, find and list five jobs that might require a knowledge of perimeter, circumference and area.	7. Local newspaper.

EVALUATION: The student will list five jobs that require a knowledge of perimeter, circumference and area.

Geraldine Smith
Boude Storey

SUBJECT: Math

GRADE LEVEL: 8

CAREER EDUCATION
LEARNER OUTCOME: 9:07 The student should be able to add, subtract, multiply, and divide and compute simple percentages to calculate change, wages, some taxes and handle a checkbook.

BASELINE OBJECTIVE: To add and subtract decimal numbers.

PERFORMANCE OBJECTIVE: The student will be able to compute the net pay for three paychecks after determining gross pay, supplemental pay and deductions.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Add and subtract decimal numbers	1. Review addition and subtraction.	1. Teacher prepared worksheet.
Vocabulary -gross pay -net pay -deductions -supplemental pay	2. Discuss the words on the vocabulary list. 3. Demonstrate knowledge of addition and subtraction by completing problems dealing with gross pay, deductions, and supplemental pay.	3. Teacher should develop a worksheet of stated problems.
Types of deductions -withholding tax -insurance -loan payments -savings accounts -social security (retirement)	4. Review percentages. 5. Discuss the percentages of withholding tax and social security to be deducted from gross pay.	4. Teacher prepared worksheet. 5. Resources -Income tax Tables -Social Security Tables -Teacher Prepared hand-out

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Types of supplemental pay - Overtime - Bonus - Car allowance	6. Compute the net pay for three paychecks.	6. Teacher Information: Prepare three stated problems giving gross pay, supplemental pay, insurance deductions and percentages for income tax and social security deductions.

EVALUATION: The student will compute the net pay for three paychecks after determining gross pay, supplemental pay and deductions.

Henry McDow
Boude Storey Middle School

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Math 9 - FOM

GRADE LEVEL: 9

CAREER EDUCATION
LEARNER OUTCOME: 3.06 Given a hypothetical situation, the student should be able to determine how much it will cost him/her to work.

BASELINE OBJECTIVE: Add, Subtract, Multiply and Divide decimals.

PERFORMANCE OBJECTIVE: Given a specific job and income, the student will be able to decide: how much his gross income will be, deductions that will be made from his income, costs of taking a job, and discuss the advantages and disadvantages of a job.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
	1. Find a job that he can hold during school and the wages that go with it.	1. Guidance counselor and CVAE counselor can discuss actual opening existing in the school area.
-Multiply hourly wage times hours/ week and hours/month.	2. Determine weekly and monthly income that would be produced by this job.	
-Change percent to decimal and multiply x weekly wage.	3. Determine what percentage income tax and social security would be removed from the weekly paycheck.	3. Contact IRS and Social Security Administration for a guest speaker.
-Subtract all deductions from monthly gross income.	4. Discuss what other deductions could be made from a paycheck and decide what the monthly take home pay will be. (net income)	4. Teacher-developed sample of paycheck and "stub".

Curriculum Content	Activities	Resources/Suggestions
-Multiply daily expenses times number of days each month worked. Subtract from monthly income.	5. Decide what daily expenses are necessary in order to keep this particular job and the amount of free money at the end of the month.	5. Clothes cleaned, bus fare, lunch or supper, uniforms to buy, etc. Non-monetary expenses: not as much playtime or studytime. This should be a small group discussion.
-Decision-making	6. The class will discuss advantages of job location, expenses such as union dues and uniforms, hours to be worked and will decide whether this particular job is worth the time and effort involved.	6. Bring in students that already have jobs and let them help discuss advantages and disadvantages.

EVALUATION: Given a specific job and income, the student will decide how much his gross income will be, deductions that will be made from his income, costs of taking a job, and discuss the advantages and disadvantages of a job.

Janet Schorer
South Oak Cliff

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Mathematics - FOM II

GRADE LEVEL: 10,11,12

CAREER EDUCATION
LEARNER OUTCOME: 8:08 The student should understand what interest is and why it is a necessary charge for using other people's money.

BASELINE OBJECTIVE: Investigate and compare different types of financing.

PERFORMANCE OBJECTIVE: The student will be able to define interest, describe why it is necessary and determine how to find the lowest interest rates.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Reasons to charge interest.	1. Define various types of lending institutions, learn their method of operation and why they are in business.	1. Resource person: an accountant, bank clerk or loan officer.
Comparison of interest rates.	2. Compare interest rates used by a local bank, credit union and finance company.	2. Obtain interest rate charts from each institution.
Reasons for borrowing money.	3. Select an item from local newspaper ads and determine the amount of interest charged for that item from each institution.	3. Local newspapers.
	4. Discuss how a financial institution operates and why they charge interest rates.	4. Resource Person

EVALUATION: The student will define interest, describe why it is necessary and determine how to find the lowest interest rates.

Camille Malone
South Oak Cliff

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Introduction to Algebra I

GRADE LEVEL: 10-12

CAREER EDUCATION
LEARNER OUTCOME: 8:11 The student should be able to understand the differences between gross income, net income and taxes.

BASELINE OBJECTIVE: Multiply decimals to the thousandths.

PERFORMANCE OBJECTIVE: The student will be able to complete a set of income tax forms.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Need for preparing income tax returns.	The student will: 1. Discuss with the teacher new terms in the unit including gross income, net income and taxes.	1. IRS packet has a list of terms. Overhead transparency of a sample paycheck
Multiplication and addition of decimals.	2. Use the IRS sample booklets and problems to fill in a tax return.	2. IRS provided income tax unit.
	3. Will fill out the tax return using gross pay, W-2 forms, etc., provided by the teacher.	3. Sample problems mimeographed by the teacher.
	4. Discuss the definition and uses of taxes.	4. Resource person from IRS.

EVALUATION: The student will complete a set of income tax forms.

Camille Malone
SOC

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Math - FOM

GRADE LEVEL: 9-10

CAREER EDUCATION
LEARNER OUTCOME: 8:21 The student should understand income and expenditures in managing a budget.

BASELINE OBJECTIVE: V. Add, subtract, multiply and divide decimals.

PERFORMANCE OBJECTIVE: The student will be able to determine the cost of renting a furnished apartment or an unfurnished apartment, and he/she will decide which is the most economical.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
- Proper use of classified ads.	1. Pick an apartment building where he/she wishes to live and find out the cost of renting a furnished and an unfurnished 1 bedroom apartment.	1. Daily newspaper and building managers.
- Decision making.	2. Decide the pieces of furniture absolutely necessary for an apartment.	2. Ask parents about what is essential and what they can do without.
- Proper use of yellow pages.	3. Call several rental companies and determine the cheapest monthly rental.	3. Yellow pages of telephone book.
- Cost comparison and financing	4. Visit a furniture store and determine sales price of the pieces of furniture they wish to use.	4. Field trip to Home Furniture.

Curriculum Content	Activities	Resources/Suggestions
– Change percent to decimals. – Addition of decimals.	5. Discuss the advantages and disadvantages of rental or buying and decide whether to rent or buy the furniture. 6. Add the monthly cost of the furniture to the price of the unfurnished apartment and determine whether it is best to rent an unfurnished or furnished one bedroom apartment.	5. Speaker from a consumer's group. 6. Pencil and paper.

EVALUATION: The student will determine the cost of renting a furnished apartment or an unfurnished apartment, and he/she will decide which is the most economical.

Johnny Hawkins
Roosevelt

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Math - IA

GRADE LEVEL: 9-10

CAREER EDUCATION
LEARNER OUTCOME: 8:21 The student should understand income and expenditures in managing a budget.

BASELINE OBJECTIVE: Add and subtract decimals to thousandths.

PERFORMANCE OBJECTIVE: The student will be able to develop a budget for spending money from a part time job.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Need for a budget	1. Decide on a part time job that pays minimum wage and determine his weekly take home pay.	1. Teacher may use an actual job a student in his class already has.
Expenses of a job	2. Determine what necessities must be purchased each week from their pay. This is a constant expense and must be budgeted weekly.	2. Examples: food eaten on the job, bus fare, or special clothing.
Reasons for saving money	3. Discuss why a certain portion of their money should be saved each week.	3. Bank teller may give a talk about savings accounts.
Subtraction of decimals	4. Subtract fixed expenses and savings from weekly income to determine how much spending money is available.	
	5. Discuss whether the job pays enough money to justify the expenses of working.	5. Small group discussions.

EVALUATION: The student will develop a budget for spending money from a part time job.

Clara Fisher
South Oak Cliff

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Math - IA

GRADE LEVEL: 9-10

CAREER EDUCATION
LEARNER OUTCOME: 8:21 The student should understand income and expenditures in managing a budget.

BASELINE OBJECTIVE: Add and subtract decimals to thousandths.

PERFORMANCE OBJECTIVE: The student will be able to develop a budget for spending money from a part time job.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Need for a budget	1. Decide on a part time job that pays minimum wage and determine his weekly take home pay.	1. Teacher may use an actual job a student in his class already has.
Expenses of a job	2. Determine what necessities must be purchased each week from their pay. This is a constant expense and must be budgeted weekly.	2. Examples: food eaten on the job, bus fare, or special clothing.
Reasons for saving money	3. Discuss why a certain portion of their money should be saved each week.	3. Bank teller may give a talk about savings accounts.
Subtraction of decimals	4. Subtract fixed expenses and savings from weekly income to determine how much spending money is available.	
	5. Discuss whether the job pays enough money to justify the expenses of working.	5. Small group discussions.

EVALUATION: The student will develop a budget for spending money from a part time job.

Clara Fisher
South Oak Cliff

CAREER EDUCATION

SUBJECT: Math 9 - FOM

GRADE LEVEL: 9

CAREER EDUCATION
LEARNER OUTCOME: 8:21 The student should understand income and expenditures in managing a household budget.

BASELINE OBJECTIVE: Add, subtract, multiply and divide decimals.

PERFORMANCE OBJECTIVE: Given a specific income, a student will be able to determine definite budget expenditures, write checks and balance a checkbook.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
-Change hourly wage to monthly income.	1. Find a job that he wants by using the classified ads and determine his monthly salary.	1. Daily newspapers.
-Change percent to decimal and multiply times income for each item.	2. Join the class in agreeing on budget expenditure items. They will pay particular attention to necessities.	2. A financial institution can supply suggested budget outlines and percentage of income for each item.
	3. Determine how much of his monthly income will be spent for each budget item.	
-Learn how to set up a check record, write checks, proper signature.	4. Set up his personal checking account by depositing his monthly salary. He will write checks for each budget item.	4. Local banks may supply checks, check records and other information.

Curriculum Content	Activities	Resources/Suggestions
-Subtraction of decimals. Line up properly.	5. Enter each check into his check record and keep his book in balance.	
-Financial responsibility.	6. Decide how to spend any left over money.	6. Speaker from a budget counseling service can help determine how to spend extra money.
	7. Discuss what would happen in an emergency and how to plan ahead to pay for it.	

EVALUATION: Given a specific income, a student will determine definite budget expenditures, write checks and balance a checkbook.

Janet Schorer
uth Cl

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Math

GRADE LEVEL: 9-10

CAREER EDUCATION
LEARNER OUTCOME: 8:24 The student should be able to identify a variety of possible deductions which could be taken out of his/her gross wages such as: social security, health or life insurance payments and union or professional dues.

BASELINE OBJECTIVE: EE. Determine the take home pay and specific deductions such as income tax and social security.

PERFORMANCE OBJECTIVE: The student will be able to identify and determine take-home pay after working a full 40 hour week.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
A. The job will pay $2.60 per hour. B. Fill out proper forms such as W-4 and social security. C. Withholding tax tables, i.e., determine amount of tax withheld. D. Social security tax - change percent to decimal and multiply times gross wages.	The student will: 1. Fill out a W-4 form and social security application correctly. 2. Determine amount of gross income by multiplying $2.60 x number of hours worked. 3. Determine percentage of social security tax to be withheld; change percent to decimals and multiply times weekly wages. 4. Discuss in class all other possible deductions and determine which will apply to them. For example: life insurance, hospitalization, credit union, etc.	1. IRS may supply forms. See local post office. 2. Pencil and paper 3. Speaker from social security to talk about the tax. 4. Person from an insurance company or personnel department to discuss reasons for further deductions.

Curriculum Content	Activities	Resources/Suggestions
	5. Subtract all deductions from his weekly gross income to determine his take home pay.	5. Pencil and paper.

EVALUATION: The student will identify and determine take-home pay after working a full 40 hour week.

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Johnny Hawkins
Roosevelt

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Trigonometry

GRADE LEVEL: 12

CAREER EDUCATION
LEARNER OUTCOME: 6:09 The students should be able to identify the skills which he/she has which are necessary for success in the career area of his/her choice.

BASELINE OBJECTIVE: B. Define the sine and cosine functions as coordinates of a point on the unit circle and state hidomain, range, and fundamental period of each.

PERFORMANCE OBJECTIVE: The students will be able to relate teacher-developed problems of trigonometry relating to careers of his or her choice in Engineering, Physics, Chemistry, Ultrasonics, Radiology, etc.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Circular Functions I. Vocabulary words - domain - range - interval - function - periodic function - fundamental period - sine function - cosine function	1. Read textbook	1. Modern Trigonometry, Modern School Mathematics
	2. Define vocabulary words and give an example of each through discussion.	2. See content.
	3. Be introduced to graphs of periodic function.	3. Graph paper, pencil, compass.
	4. Draw graphs of periodic functions from teacher-given problems with the fundamental period stated correctly.	
II. Relate the sine and cosine functions to the circle to definitions above	5. Determine correctly the fundamental period of each graph of a periodic function.	5. Modern Trigonometry
	6. Determine correctly the fundamental period of a function through computations.	

Curriculum Content	Activities	Resources/Suggestions
III. Relationship of Math (trigonometry) background to career options. (i.e., engineering, science related professions)	7. Correctly relate the fundamental period to the circle as a coordinate of sin x, cos x. 8. Determine special values of sin x and cos x to the circle correctly. 9. Discuss various occupations where these particular problems must be solved.	9. Resource person - Engineer from LTV.

EVALUATION: The students will relate teacher-developed problems of trigonometry relating to careers of his or her choice in Engineering, Physics, Chemistry, Ultrasonics, Radiology, etc.

Clara Fisher
South Oak Cliff

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Life Science

GRADE LEVEL: 7

CAREER EDUCATION
LEARNER OUTCOME: 2:10 The student should be aware of various jobs he or she can have with the same skills.

BASELINE OBJECTIVE: The student will demonstrate how to use the instruments which extend the senses.

PERFORMANCE OBJECTIVE: The student will be able to use the microscope and identify various jobs related to its use.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
-Give a pre-test to see how much the student understands about the microscope.	The student will: 1. Take a pre-test on the uses of the microscope.	1. D.I.S.D. Baseline Attachment. 1-E
-Introduce the history of the microscope	2. View filmstrip on use of the microscope.	2. Filmstrip: "Through The Microscope" D.I.S.D. D-1011
-Introduce the function and name of each part of the microscope.	3. Read hand-out entitled "History Of The Microscope"	3. D.I.S.D. Baseline Attachment 2-E
	4. Read over material and learn the names and functions of each part of the microscope.	4. D.I.S.D. Baseline Attachment 3-E Baseline.
-Administer test-names and functions of each part of the microscope.	5. Complete a test on names and functions of each part of the microscope.	5. Teacher made test.

Curriculum Content	Activities	Resources/Suggestions
-Lead discussion on the purposes and uses of the microscope. -Introduce various jobs as they are related to each other and the microscope. -Demonstrate the proper use of the microscope -Let students use the microscope.	6. Listen and have discussion with teacher on the purpose and uses of the microscope. 7. Define the following: Microbiology, Microbiologist, Pathologist, Bacteriologist, Bacteriology, Pathology. 8. Watch teacher demonstration. 9. Complete experiments using the microscope.	7. Focus on Life Science 8. Focus on Life Science, page 15.

EVALUATION: The student will use the microscope and identify various jobs related to its use.

Linda Weathersby
O. W. Holmes

SUBJECT: Life Science

GRADE LEVEL: 7

CAREER EDUCATION
LEARNER OUTCOME: 4:01 The student should understand that picutres, charts, graphs, and movies are effective means of communication.

BASELINE OBJECTIVE: Describing differences between plant and animal cells.

PERFORMANCE OBJECTIVE: The student will be able to draw a picture of and label the parts of both a plant and animal cell.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
The Cell Theory	1. Read background information in text.	1. Text, Focus on Life Science, Chapter 5.
Contributors: - Hooke - Schwann - Schleiden - Leewenhock - Boyle - Hales - Mat Schultze	2. Write a short research paper on the contributors to the cell theory.	2. Use library books and textbooks as resources.
	3. Make an imaginery newspaper with articles concerning various scientists and their work with cells.	3. Suggestion: Place students in small groups to complete assignment.
Plant and Animal Cells - cell structure differences	4. View a plant cell through a microscope.	4. Teacher will need to get slides and microscope.
Functions of major cell parts	5. Describe the function of each part of the plant cell.	5. Focus on Life Science.
	6. View an animal cell through a microscope.	6. Microscope, slide of an animal cell.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	7. Discuss the parts of an animal cell. 8. Construct a bulletin board display called "Let's Look at a Cell." 9. Describe the differences between plant and animal cells. 10. Draw a picture of both a plant and animal cell and label their parts.	7. Focus on Life Science 8. Teacher will be responsible for gathering the materials. 9. Have pictures, charts and slides for students to look at and complete.

EVALUATION: The student will draw a picture of and label the parts of both a plant and animal cell.

Manina R. Mathes
Oliver W. Holmes

CAREER EDUCATION

SUBJECT: Life Science

GRADE LEVEL: 7

CAREER EDUCATION
LEARNER OUTCOME: 7:18 The student should understand current problems.

BASELINE OBJECTIVE: The student will demonstrate an understanding of some selected principles of ecology.

PERFORMANCE OBJECTIVE: The student will be able to describe some current problems related to the population.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
-Introduce students to some principles of ecology. -Introduce the community and population. -Compare a community and population. -Have students list factors which affect the size of the population.	The student will: 1. View film. 2. Read background information on the community and population. 3. Make a comparsion of a community and a population. 4. Read information on factors controlling the size of the population. 5. State and explain factors which affect the size of the population.	1. Film "The Community". 2. Focus On Life Science, Chapter 24- page 478-479 3. Focus On Life Science, Chapter 24 4. Focus On Life Science. 5. Teacher led discussion.

Curriculum Content	Activities	Resources/Suggestions
-Discuss current problems related to the population explosion. -List some causes of the population explosion. 1 Scientific-medical advances. 2.Socio-Economic improvements etc.	6. Read handout; Have an open discussion about some causes of the population explosion. 7. Write a two page essay describing some of the current problems related to the population.	6, "Man the Multiplier" Baseline Attachment.

EVALUATION: The student will describe some current problems related to the population.

Linda Weathersby
O. W. Holmes

CAREER EDUCATION

SUBJECT: Life Science

GRADE LEVEL: 7

CAREER EDUCATION
LEARNER OUTCOME: 7:22 The student should have a positive attitude towards evnironmental resources and toward human resources.

BASELINE OBJECTIVE: The student will understand selected principles of Ecology.

PERFORMANCE OBJECTIVE: The student will be able to write an essay on ecology including the negative and positive effect man has made on his environment.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
-Introduction to Ecology	1. View film on "What is Ecology"?	1. Audio-Visual
	2. Read pages 474-476.	2. Focus On Life Science Heimer and Lockard
	3. Make aquariums for observation.	3. School should already have most of the materials.
-Definition of population ecology	4. Plant some seeds close together in green house to demonstrate over-population	4. Note that plants do not grow well when too crowded.
	5. Field trip to Fair Park Aquarium.	5. Have workers explain the ecology of fish tanks.
	6. Each student make scrap book to show proper use of resources.	6. Land, water, air without polluting.

Curriculum Content	Activities	Resources/Suggestions
-Definition of Community	7. Read background on population.	7. Focus On Life Pages 478-479
	8. Complete Investigation 8:1 "How Many Beans."	8. Interaction Of Man p. 163
	9. Write an essay about the good effects and bad effects man has had on his environment.	9 Pen, paper,

EVALUATION: The student will write an essay on ecology including the negative and positive effects man has made on his environment.

Valerie Kathryn Edmond
Harry Stone

SUBJECT: Earth Science

GRADE LEVEL: 8

CAREER EDUCATION LEARNER OUTCOME: 4:02 The student should possess a positive attitude toward the quality of his/her work in a given area, displaying the awareness of an enriched self-concept.

BASELINE OBJECTIVE: The student will demonstrate an understanding of the processes used in weather forecasting.

PERFORMANCE OBJECTIVE: The student will be able to construct an attractive notebook containing illustrations and written reports of various weather instruments and will be able to discuss his/her feelings concerning the quality of his/her completed assignment.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Weather -Kinds of weather instruments used in weather forecasting. -Purpose and use of weather instrument. -Data used in determining weather conditions by using: -Instruments in weather forecasting -Observation.	The student will: 1. Read pages 161-162, 189. 2. Look up information in the library on one of the weather instruments on how it is used and the purpose in the field of meteorology. 3. Read pages 136-148. 4. Listen to the teacher lecture. 5. Study records and data on weather conditions.	1. Text: Bishop, Focus On Earth Science 2. Resources: Library material Teacher Information: Assign students to groups. 3. Modern Science 5. Resources: -United States Weather Bureau -Local newspapers -Local T.V. weather reports

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
-Predict weather conditions by using various weather instruments in weather forecasting.	6. Draw pictures of various instruments used in forecasting the weather.	6. Teacher should secure/produce necessary transparencies to be used as examples.
	7. Read pages 161, 162, 189.	7. Text: Bishop, Focus On Earth Science
	8. View film.	8. Films from DISD catalogue.
	9. Write brief written reports for each of the illustrations produced in activity #6.	9. Student should stress the function and process of each instrument.
	10. Compile illustrations and reports in an attractive folder.	
	11. Discuss his/her feelings concerning the completion and quality of his/her work.	11. Teacher should stress personal satisfaction felt by those completing a quality product.

EVALUATION: The student will construct an attractive notebook containing illustrations and written reports of various weather instruments and will discuss his/her feelings concerning the quality of his/her completed assignment.

Sharlene Carner
O. W. Holmes

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Earth Science

GRADE LEVEL: 8

CAREER EDUCATION
LEARNER OUTCOME: 8:26 The student should understand the principles of scarcity, that is, that there are limitations on the amount of economic goods, including raw products and finished goods, which are available at any given time.

BASELINE OBJECTIVE: The student will understand man's impact on the land and water supply.

PERFORMANCE OBJECTIVE: The student will be able to describe the basic hydrological processes and list three (3) ways man has improved the quality of water.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Hydrologic Cycle of Water - land to ocean - to atmosphere - back to land	1. Read "More About Hydrologic Cycle" in his/her textbook.	1. Focus on Earth Science, 2nd edition, pp. 204-216
	2. Draw a diagram illustrating the hydrologic cycle.	2. Paper, pencil
Important terms - evaporation - transpiration - precipitation	3. Write a report on how disturbances within the hydrologic cycle could create a scarcity of drinking water.	3. Paper, pencil
Cleaning up waste water.	4. List and describe the steps involved in cleaning up waste water.	4. Paper, pencil
	5. View a film on ground water.	5. A Town That Washes Its Water/ Earth Science: A Search for Understanding

Curriculum Content	Activities	Resources/Suggestions
Underground Water - movement - composition - importance	6. Make a poster, illustrating three (3) ways that man has altered the movement of ground water.	6. Poster board, markers, old magazines, construction paper, scissors.

EVALUATION: The student will describe the basic hydrological process and list three (3) ways man has improved the quality of water.

W. H. Palmer, Jr.
Boude Storey Middle School

CAREER EDUCATION

SUBJECT: Earth Science

GRADE LEVEL: 8

CAREER EDUCATION
LEARNER OUTCOME: 9:08 The student should demonstrate skills such as reading a thermometer.

BASELINE OBJECTIVE: The student will demonstrate an understanding of the processes used in weather forecasting.

PERFORMANCE OBJECTIVE: The student will be able to keep a chart of the temperature and barometric pressure for two weeks.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Basic instruments used in weather forcasting - thermometer - barometer Types of thermometers - Fahrenheit - Celsius Aneroid barometer	The student will: 1. Answer questions about the conditions of the atmosphere. 2. Find the fixed points of a thermometer in boiling water and melting ice. 3. Make a barometer. 4. Record the reading of an aneroid barometer on any given day from ground level and at the top of a tall building. Compare the two readings to show that air pressure drops with altitude.	1. Use attachment #1 from the DISD Baseline, Section I. 2. Focus on Earth Science Bishop & Lewis, second edition, chapers 9&10. 3. ISCS Level III Winds and Weather Chapter Three 4. Schedule a field trip to the nearest tall building.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Measure the dew point and relative humidity.	5. Teacher led experiments. Contact U.S. Weather Bureau for extra help.
	6. Keep a chart of the temperature and barometric pressure of the atmosphere for two weeks.	

EVALUATION: The student will keep a chart of the temperature and barometric pressure for two weeks.

Willie H. Palmer, Jr.
Boude Storey

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Earth Science

GRADE LEVEL: 8

CAREER EDUCATION
LEARNER OUTCOME: 9:17 The student should understand that pictures, charts, graphs and movies are effective means of communicating.

BASELINE OBJECTIVE: Understand basic principles of historical geology.

PERFORMANCE OBJECTIVE: The student will be able to draw pictures and make charts successfully depicting the earth's history.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Geology Ages of the earth's history Dating of the geological history of the earth's materials.	The student will: 1. Report on the use of wood from campfires to determine some of the materials used in the United States. 2. Report on the use of carbon to date fourteen remains found in a recent excavation in Mexico. 3. View a film. 4. View fossils displayed in the classroom. 5. Identify the era or period in which these fossils can be dated.	1. Resources: Text - Focus on Earth Science pp. 414-415 "Ecologic Time Table" 2. Suggestion: Teacher should discuss the excavation with the class. 3. Film: "Fossils Are Interesting" "In the Beginning"

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	6. Discuss the radioactive clock chart that is used for dating materials.	6. "Radioactive Clocks" Focus on Earth Science
	7. Prepare a chart listing the major periods of geological history complete with pictures of the common type of organisms which lived during each period.	7. Materials: paper pencil illustrations

EVALUATION: The student will draw pictures and make charts successfully depicting the earth's history.

Maggie L. Cason
Boude Storey Middle School

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Physical Science

GRADE LEVEL: 9

CAREER EDUCATION
LEARNER OUTCOME: 1:05 The student should be able to identify career directions which are available.

BASELINE OBJECTIVE: The student will understand the relationship of work, power and energy.

PERFORMANCE OBJECTIVE: The student will be able to identify work elements in measuring work, identify kinds of energy, and determine how this is applied in daily life.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
-Work is done when an applied force moves an object through a distance.	1. Discuss how work is being done and why, using the definition of work.	1. Baseline document and Spaceship Earth (Text)
	2. List situations in which work is done.	2. Pencil and paper.
	3. Demonstrate situations in which work is being done.	3. Examples: push against a wall, running around the classroom, and writing on the chalkboard.
-Work = force x distance	4. Determine the amount of work done in specific problems using the English unit of foot pound and the metric unit of Newton-meter when measuring work.	4. Physical Science Investigation (Houghton-Mifflin)

Curriculum Content	Activities	Resources/Suggestions
-Measurement of work.	5. Find out how much work is done when one walks, runs or lifts an object.	5. Physical Science, A Modern Approach, (Van Nostrand)
-Definition of potential and kinetic energy.	6. Define different types of energy and show how potential energy can be changed to kinetic energy.	6. Use various objects in the room to determine its energy and how to change to energy.
	7. Listen while a pilot explains how the relationship between work and energy helps a plane to fly.	7. Resource person, pilot or mechanic.
	8. List various occupations where knowledge of work and energy must be applied.	8. Use the school as a resource.

EVALUATION: The student will identify work elements in measuring work, identify kinds of energy, and determine how this applied in daily life.

Barbara Gossett
South Oak Cliff

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Physical Science (Nuclear Energy)

GRADE LEVEL: 9

CAREER EDUCATION
LEARNER OUTCOME: 7:18 The student should understand current problems.

BASELINE OBJECTIVE: The student will demonstrate a knowledge of the major sources of energy, the need for conservation of energy, and the development of new sources.

PERFORMANCE OBJECTIVE: The student will be able to discuss the use of nuclear energy and how it relates to the current energy problem.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Nuclear energy. The meaning of nuclear energy. The discoverers of nuclear energy.	1. Read the chapter on nuclear energy. 2. Look up information concerning nuclear energy in newspaper, magazines, etc.	1. Work-a-Text by Cambridge. 2. Library materials.
The uses of nuclear energy.	3. Participate in group discussions with other classmates to identify and discuss various uses of nuclear energy.	3. Teacher information: to achieve best results each group should be at least six students.
Nuclear energy and environment.	4. Cite advantage and disadvantage of nuclear energy after much research. 5. The possible effects nuclear energy will have on the environment.	4. Library, encyclopedia, library materials. 5. Resource person - an environmentalist from E.P.A. or a scientist from the Atomic Energy Commission.

EVALUATION: The student will discuss the use of nuclear energy and how it relates to the current energy problem.

Barbara Gossett
South Oak Cliff

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Biology

GRADE LEVEL: 10

CAREER EDUCATION
LEARNER OUTCOME:4:21 The student should exhibit concern for the proper care and conservative use of equipment and materials on the job.

BASELINE OBJECTIVE: The student will be able to exhibit proficiency in the use of measuring devices commonly used in the science laboratory.

PERFORMANCE OBJECTIVE: The student will be able to demonstrate the proper use of the triple beam balance, meter stick, and graduate cylinder.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Care and safety rules in the science lab. Common lab equipment - balance - cylinder - meter stick - flasks - bunsen burner - hand lens - dissecting pan - crucible - needles - scissors - forceps - pipette - glass slides - cover slips	The student will: 1. Identify instruments and equipment commonly used in the science lab. 2. Discuss the terms and measurements used in the metric system.	1. Hand out prepared by teacher 2. TWU mini-course,"Introduction Mini Courses" "Lab Manual" Biology. Smallwood.

Curriculum Content	Activities	Resources/Suggestions
Review metric system - meter - gram - liter	3. Watch a demonstration of the proper use of the balance, meter stick and graduate cylinder.	3. Note: All measurements are taken in metric system. Lab technician as resource person.
Use and misuse of lab equipment.	4. Discuss how to handle and clean the lab equipment.	4. Teacher as resource person.
	5. Correctly weigh and measure 8 of 10 objects using the balance, metric stick, and graduate cylinder.	5. Teacher selects ten objects of varying weights and lengths.

EVALUATION: The student will demonstrate the proper use of the triple beam balance, meter stick, and graduate cylinder.

Gus A. Reese
South Oak Cliff

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Biology

GRADE LEVEL: 10

CAREER EDUCATION
LEARNER OUTCOME: 4:23 The student should recognize that there are times when a great deal of work will have to be done in a short period of time so everyone will have to work at full capacity and anyone who cannot produce under pressure will be of little value to an employer in such situations.

BASELINE OBJECTIVE: The student will demonstrate an understanding of the interrelationship between cellular structures and function by recognizing the basic cell structures and their functions.

PERFORMANCE OBJECTIVE: The student will be able to draw and label the parts of four distinct cells, working in pairs and within a twenty minute time frame.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Theories of evolution Parts and functions of living organisms.	The student will: 1. Read pp. 19-32 of the text, "The Living Condition." 2. View the film "Origin of Species" and discuss what they have learned from it. 3. Define the following words a) cell, b) life, c) unicellular, d) multi-cellular, 3) organism 4. Discuss the importance of speed and efficiency in one's work. 5. Divide into pairs and prepare for assignment.	1. Modern Biology Otto & Towle 2. Encyclopedia Brittanica, Film Corp. EBFC #2790 "Theories in the Orgin of Life" 3. A lab technician maybe able to vary the definition in his/her own work.

Curriculum Content	Activities	Resources/Suggestions
	6. Draw sketches and label the parts of: -cork cells -onion cells -amoebae -various forms of bacteria	6. Microscope, slides, onion skins, corks, etc. Students will be given twenty minutes to complete assignment.

EVALUATION: The student will draw and label the parts of four distinct cells working in pairs and within a twenty minute time frame.

Gus Reese
South Oak Cliff High School

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Biology

GRADE LEVEL: 10

CAREER EDUCATION
LEARNER OUTCOME: 9:03 The student should be able to identify learning experiences outside of school which one feels are or were important to ones choice of a career direction.

BASELINE OBJECTIVE: The student will demonstrate an understanding of some of the major historical contributions to biology or related sciences.

PERFORMANCE OBJECTIVE: The student will be able to write an essay about a scientist who works in a field in which the student is interested.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Listing of various fields of scientific endeavor.	1. Discuss with the class a section of biology or science in which he may have an interest.	1. Various people on the school staff can be resource people: custodian, horticulture, nurse, health related sciences, etc.
Successful scientists in America	2. Decide on which particular division of science he/she wishes to investigate further.	2. Teacher and parents can help with the decision.
	3. Make a trip to the library to find a biography on a scientist who has worked in his/her chosen field and then read the book.	3. Librarian can point to resources such as magazines, newspapers and Reader's Guide.
	4. Write a short report about the scientist and a paragraph about why this particular field of science interests the student.	4. pencil and paper

EVALUATION: The student will write an essay about a scientist who works in a field in which the student is interested.

Richard Morris
South Oak Cliff

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Biology

GRADE LEVEL: 10

CAREER EDUCATION
LEARNER OUTCOME: 9:12 The student will be able to write print legibly a paragraph constructed in simple sentence form on a topic of his/her choice, using accurately spelled words.

BASELINE OBJECTIVE: The student will demonstrate an understanding of the major theories of change in living things.

PERFORMANCE OBJECTIVE: The student will be able to write an essay about a scientist and his work as related to evolution.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Definitions and theories of evolution as proposed by: - Charles Darwin - DeLarmark - Aldous Huxley - George Orwell etc.	The student will: 1. Read chapter 8 of the Biology text and decide what a definition of evolution is. 2. Select a biography on an evolutionary scientist or a modern novel about an evolutionary topic and read it. 3. Write a short essay on the theories of evolution of the scientist or novel and compare it with the students' definition of evolution.	1. Biology book - Silver Burdett - Chapter 8 2. 1984 by George Orwell Lord of the Flies, Animal Farm, etc. Librarian as resource for biographies and fiction. 3. Pen and paper.

Curriculum Content	Activities	Resources/Suggestions
	4. Discuss in class the various theories of evolution that each student read about and show the similarities and differences of each.	4. A genetic scientist might lead the discussion.

EVALUATION: The student will write an essay about a scientist and his work as related to evolution.

Richard Morris
South Oak Cliff

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Health Education

GRADE LEVEL: 7-8

CAREER EDUCATION
LEARNER OUTCOME: 7:18 The student should understand current problems.

BASELINE OBJECTIVE: The student will understand the factors that influence personality development during adolescent years.

PERFORMANCE OBJECTIVE: The student will identify his/her role in their society by analyzing his/her own behavior patterns.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Create an atmosphere for students to identify and distinguish an awareness of major problems in his/her daily lives, and how to solve some of the problems by using specific things.	1. Define: Personality, peer group, authority, adolescent, maturation, friendship, parenthood, adulthood and emotions.	1. 7th grade basal text, "Health and Growth," p. 92, Chapter 4 Laidlaw
The home and family situation	2. List the responsibilities and duties of each family member.	2. Film People - DISD
The school in regular and extra curricular activities	3. Discuss how the family income reflects the roles and life style of the family.	3. Film, Thread of Life TX015 DISD.
	4. Categorize, solve and compare their problems.	4. Film, Human Heredity HX-2163-DISD

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Their community, other communities and church.	5. Demonstrate their families' careers on a chart.	5. Newspaper, magazines and posters.
Peer groups pressure and their effects.	6. Role play their families at church, home and in the community.	6. Teen Guide
Adult attitudes.	7. Role play different careers inside and outside the community.	
	8. Collect news articles from current People magazine.	8. Box of pictures for interpretation.

EVALUATION: The student will identify his/her role in their society by analyzing his/her own behavior patterns.

Nadine B. Willis
J. N. Ervin

SUBJECT: Health Education

GRADE LEVEL: 7

CAREER EDUCATION LEARNER OUTCOME: 7:20 The student should be able to identify good safety habits which would apply on the job as well as at home.

BASELINE OBJECTIVE: The student will understand how to recognize hazards in our environment by identifying and practicing safe behavior in school halls, classroom and lunchroom.

PERFORMANCE OBJECTIVE: The student will be able to identify 5 types of safety hazards in the home, 5 at school, 5 on the playground and 5 on the way to school.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Discuss how the following agencies provide safety for the citizens. -Police Department -Fire Department -Department of Public Safety -American Red Cross -Blue Cross Insurance	The student will: 1. Read the chapter on safety from the textbook. 2. List all the information they can on each organization concerned with safety. 3. Write letters to the safety organization inviting them to visit the school for interviews. 4. Participate in group interviews.	1. Textbook 2. Library materials posters, pictures. 3. State Farm Insurance, Allstate Insurance, Policeman, Fireman. 4. Teacher will assign student to various organization.

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CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Make group reports to the class on the organization that visited the school.	5. Posters, paper, pencils.
	6. Record all the information received from each organization on safety hazards and their prevention	
	7. Discuss the duties of each member of the different organization.	
	8. Discuss how the different organizations are funded and by whom.	
	9. List five (5) safety habits each for home, school, playground, and walking to school.	9. Teacher led discussion followed by individual work.

EVALUATION: The student will identify five (5) types of safety hazards in the home, five (5) at school, five (5) on the playground and five (5) on the way to school.

Warnie Hill
Boude Story

SUBJECT: Health Education

GRADE LEVEL: 7

CAREER EDUCATION
LEARNER OUTCOME: 7:23 The student should be able to understand the reason for maintaining good health.

BASELINE OBJECTIVE: Relating food selection to lifestyle.

PERFORMANCE OBJECTIVE: The student will be able to describe the role nutrition plays in maintaining good health.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
The Four Basic Food Groups	1. Discuss the four basic food groups.	1. Textbook
Income as it relates to eating habits	2. Construct a bulletin board of the four food groups.	2. Teacher should provide pictures of various foods. The students should classify the foods into one of the four groups and place each food in the correct category.
Eating habits influence health	3. List everything he/she eats for one full day.	3. Encourage students to list meals, snacks, etc.
	4. Compare his/her list with members of the class.	4. Determine with students whether or not their meals were nutritionally sound.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Describe the differences in the eating habits of high, middle and low income American families.	5. Low income families may rely on starchy, less expensive foods. Middle and high income families are said to be constant snackers.
	6. Discuss how eating incorrectly might influence your health.	6. Too many starches and sweets contribute to obesity. If one does not eat enough red meat one may tend to become anemic, etc.
	7. Describe the role nutrition plays in maintaining good health.	

EVALUATION: The student will describe the role nutrition plays in maintaining good health.

Warnie Hill
Boude Storey

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Health Education

GRADE LEVEL: 7 - 8

CAREER EDUCATION
LEARNER OUTCOME: 7:24 The student should be able to discuss knowledgeably various aspects of drug abuse.

BASELINE OBJECTIVE: The student will understand social and legal aspects of drugs, alcohol and tobacco.

PERFORMANCE OBJECTIVE: The student will be able to classify the various types of drugs and list five reasons drugs are used and five reasons drugs are abused.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Various social influences creates a climate for people to use drugs. Identify reasons -drug users -drug abusers Local, state, federal regulation of drugs.	1. Make a list of as many things he/she feels might cause a person to get involved with drugs with or without the doctors advice.	1. Textbooks: a. A Healthier You, Laidlow Chapter 10 b. Health & Growth, Scott Foreman c. Your Health and Your Future, Laidlow Chapter 10 d. Focus on Life Science, Merrcl - Chapter 21
	2. List five (5) different advertisements from magazines/ newspapers that help increase the sale of drugs.	2. Magazines and newspapers

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	3. Collect special claims, ads, or drawings of products that will stop pain, make you fat, slim and strong.	3. Materials: Newspaper ads Magazine ads Labels from products Student-drawn facsimiles
	4. Construct posters with these materials.	4. Posterboard
	5. Fill out a special fact sheet on alcohol and drugs.	5. Teacher-prepared worksheet.
	6. Role play a court scene centered around persons involved with drugs.	6. Students and resource persons.
	7. Write and share his or her report/skit/essay on "How the Law Deals with Drugs".	7. Library, books and magazines.
	8. Participate in a debate on factual information on drugs.	8. Teacher should prepare a question and select the two teams for debate. Sample questions: -Should marijuana be legalized? -Is the penalty for possession too stiff?
	9. Place personal questions he or she needs answered in the question box.	9. Question box - shoe box Index cards, pencils
	10. List 5 reasons drugs are used and 5 reasons drugs are abused.	

EVALUATION: The student will classify the various types of drugs and list five reasons drugs are used and five reasons drugs are abused.

Nadine B. Willis
J. N. Ervin

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Health Education

GRADE LEVEL: 7

CAREER EDUCATION
LEARNER OUTCOME: 8:28 The student should understand the differences between someone who produces goods and someone who provides services to others.

BASELINE OBJECTIVE: The student will understand that a basic knowledge regarding consumer choices is fundamental to the development of sound buying practices.

PERFORMANCE OBJECTIVE: The student will be able to identify 5 occupations in society which produce goods and 5 which provide services as related to the role of a consumer.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Consumer is a person who uses products and/or services to satisfy human wants and needs.	The student will:	
1. Consumer: One who uses commodities - products - services	1. Discuss the difference between goods and services	
2. Health products and services bought by families.	2. Students will survey health products people buy and services paid for by their parents.	2. Parents/Family members Teacher Suggestion: Follow this with class discussion.
3. Factors that influence buying: - prices - values - customs - needs	3. Students will construct a collage of pictures depicting the way in which people consume products.	3. Mat board or cardboard pictures from magazines or newspapers glue scissors

Curriculum Content	Activities	Resources/Suggestions
4. Influential sources -medical professions -educators -religious counselors -government health agencies -voluntary health agencies	4. Involve students in a role playing situation based on paying monthly bills. 5. Have students bring clippings of advertisements of new products. Compare clippings from old magazine with clippings in new magazine as to quality and price. 6. Take class to visit one or more Health Resources in your community or state that interest your group - plan a field trip to the Health Dept., Dental Office, Hospital, Clinic. 7. List 5 occupations that produce goods and 5 occupations that produce services.	4. A Healthier You, Laidlaw, Chapter 7 5. Magazines, newspapers, labels, price tags. 6. City of Dallas Health Department Parkland Hospital Harry Hines Blvd.

EVALUATION: The student will identify 5 occupations in society which produce goods and 5 which provide services as related to the role of a consumer.

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Bobby Nevels
Boude Storey

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Health

GRADE LEVEL: 7

CAREER EDUCATION
LEARNER OUTCOME: 8:31 The student should understand that we must depend on other people, businesses, and communities for our basic needs, such as food, shelter, health care and education.

BASELINE OBJECTIVE: The student will understand that the individual's nutritional needs may be met by many different combinations of food.

PERFORMANCE OBJECTIVE: The student will be able to identify people, businesses and communities that we depend on for basic needs, such as food, shelter, health care and education.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
1. The food we eat affects the way we look, think and act.	1. Write a paragraph on the topic, "You are what you eat."	1. Magazines, charts, newspapers, pamphlets.
2. Personal appearance - height - weight - posture - teeth, skin, nails	2. Select a well-known personality such as a popular singer or professional athlete. Gather information on the energy requirements for his/her job. Contrast differences in the physical appearance and activity of each personality.	2. Metropolitan Life Insurance Company, Metropolitan Life Insurance Chart, Energy Cost Chart.
3. Physical and emotional status	3. Survey health classes to find out how many students are within 10% of desirable weight. Weight - height - age chart (Meredith Grid).	3. National Dairy Council Chicago 60606 - Meredith Grid Chart.
4. Mental function		
5. Social adjustment - peer acceptance - family adjustment	4. Select a country and write a report on the food pattern of that country. Each student should write on a different country.	4. Encyclopedias, Maps, Dictionaries, A Healthier You, Laidlaw, pp. 165-169
6. Factors influencing eating habits.	5. Visit school cafeteria. Have the lunchroom supervisor or manager explain to the class the planning, preparation and storage of food.	5. Lunchroom, Lunchroom Manager and Staff

Curriculum Content	Activities	Resources/Suggestions
7. Cultural Background - ethnic origin - religion	6. Have panel discussion on food habits in relation to adolescent independence.	6. Classroom
8. Social Factors: family, peers, school.	7. Use pictures collected from magazines. Have each student make up a basic menu for each meal during the day for his family. Have discussions on the menus.	7. Magazines, newspapers
9. Mental and Emotional Factors: 1) knowledge, 2) concept 3) personal adjustment	8. View film on four food groups and the importance of nutrition to health. Compare with paragraphs written on "You Are What You Eat".	8. Filmstrip "Nutrition for You", Chart, Dairy Council, Chicago 60606.
10. Physical Needs: growth development, individual differences, activity level.	9. Keep a list of food that they have eaten during the previous three-day period. Classify the food into the four food groups.	9. Student Record Book.
11. Economic Influences: family income, size of family, education, occupation, cost of food.	10. Discuss each food group and the producers of these groups and the areas of the states that they are mostly produced.	10. Encyclopedias, maps, Atlases, D.O.T., U. S. Dept. of Labor
12. Four Food Groups I. Milk-dairy products II. Meat group III. Vegetable - fruit IV. Bread - cereal		
13. Functions of Nutrients - Heat and energy - Growth and repair - Regulatory control		

EVALUATION: The student will identify people, businesses and communities that we depend on for basic needs, such as food, shelter, health care and education.

Bobby Nevels
Boude Storey

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 6-9

CAREER EDUCATION
LEARNER OUTCOME: 4:03 The student should recognize that attitudes toward work are formed from various sources.

BASELINE OBJECTIVE: An individual has control over and is responsible for his/her own behavior.

PERFORMANCE OBJECTIVE: The student will be able to identify, appreciate, and understand skills necessary in operating and maintaining a home.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Need to work in the home Sharing responsibility	1. Write or make a list of tasks required by their parents which aid in operating a household in an efficient manner.	1. Examples: lawn mowing, making beds, dishwashing, etc.
	2. Listen as the teacher calls attention to pictures around a target area and emphasize those things found in the home.	2. Laminated cards: Supermarket. Recall Kit AP/P/D Joemar Press. $13.95
	3. Read ditto stories about Sensible Sally and Lazy Lil.	
	4. Read pamphlets concerning work in the home.	4. See attachment.
	5. Watch a film about the proper use of the telephone.	5. Telephone kits from Southwestern Bell, 2 phones, 2 directories, film strips and motion picture.

Curriculum Content	Activities	Resources/Suggestions
	6. Hold discussions about cooperating and sharing in the home. - Additional activity - give pupils worksheets on using the telephone. If pupil answers no to any of the questions he should be instructed as to the proper use of the telephone. Example: Do you remember to say thank you for calling? Can you take a telephone message?	6. Topics such as telephone, television, family car, table manners, etc.
	7. Decorate waste baskets by painting, using decals, shells, etc.	7. Found items
	8. Crochet throw rugs.	8. Teacher should work out a simple design in advance.

EVALUATION: The student will identify, appreciate, and understand skills necessary in operating and maintaining a home.

Minnie Smith
South Oak Cliff

ADDENDUM FOR ACTIVITY 4

A) Electric Cords MP - 183
B) Member Guide - Unit 2 - Household equipment
C) Buying a Sport Shirt 1394
D) Good Meals Everyday B-824
E) Eat Well for Less B-794
F) Removing Stains from Fabrics - Home and Garden Bulletin No. 62
G) Arranging a Kitchen for Comfort and Convenience L-348
H) Home Canning B-194
I) How Safe is Your Home: MP-199
J) The Vacuum Cleaner L-403
K) First Aid Worksheet No. 6

1. Pamphlets and booklets for activity 4 (a - k) may be ordered from:

   County Agent's Office, Director
   Texas Agricultural Extension Service
   Texas A & M University

2. Worktext - All About the Hall Family, P/P/D Frank Richards, $3.95

3. Worktext - The Happy Housekeepers, P/P/D, Frank Richards, $1.50

4. Figure It Out Worktexts, P/P/D, Follett, $3.75

5. A Special Picture Cookbook, P/P/D, Edmark Assoc.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies (Texas History)

GRADE LEVEL: 6-9
Resource

CAREER EDUCATION
LEARNER OUTCOME: 5:14 The student should be able to give examples of appropriate occasions where transfer from the role of leader to the role of follower is beneficial.

BASELINE OBJECTIVE: Every society has a system of roles, norms, values, and sanctions to guide the behavior of individuals and groups within society.

PERFORMANCE OBJECTIVE: Students will be able to distinguish between roles of the leaders in a group and the roles of followers in a group where survival of the total group is dependent on each.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Indians and Animals. Spanish Arrival.	1. Read chapter 1 from Texas Our State's Story and and discuss Texas inhabitants before the arrival of the Spaniards.	1. Films. "Texas, It's History" "Our State". Magazines, newspapers, and encyclopedias.
French Arrival.	2. Read chapter 2 from Texas: Our State's Story and discuss the arrival of the French in Texas.	2. Records, tapes, reading accelerator.
Leadership Ability.	3. Discuss and identify the leaders in chapters 1 and 2.	3. Was there an instance where a leader became a follower? (A sergeant must follow officer's orders)
	4. Discuss and identify the followers in chapters 1 and 2.	4. Was there an instance where followers became leaders? (i.e., was a leader killed and had to be replaced?)
	5. Look at the help wanted ads in the newspaper and identify jobs that require leadership and those that require supervision.	5. Local newspapers

Curriculum Content	Activities	Resources/Suggestions
	6. Find jobs in Occupational Outlook that require people to serve in positions of authority.	6. Occupational Outlook
	7. Discuss the rules explorers, travelers, settlers followed each day to maintain the survival of themselves and their settlement.	
	8. Write a story of how families moved from one tribe or settlement to another and how relocation involved a new set of rules.	8. Pencil and paper.

EVALUATION: The student will distinguish between roles of leaders in a group and the roles of followers in a group where survival of the total group is dependent on each.

Minnie Smith
South Oak Cliff

CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL:
Special Education

CAREER EDUCATION
LEARNER OUTCOME: 8:28 The student should understand the differences between someone who produces goods and someone who provides services to others.

BASELINE OBJECTIVE: Understand that in a work-oriented society individuals perform specialized tasks to provide goods and services.

PERFORMANCE OBJECTIVE: The student will be able to name and identify four kinds of stores that provide goods and four businesses and/or institutions that provide services.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
The Community Differences between goods and services -community goods -community services. Some people provide goods, others provide services.	1. Locate and mount pictures showing the goods or services that different businesses provide.	1. Magazines, poster board.
	2. Explain his/her poster to the class.	
	3. Construct a sack or stick puppet.	3. Sacks, scraps of material construction paper, scissors, glue.
	4. Use puppets to role play situations demonstrating purchases in stores or for services rendered.	
	5. Discuss problems involved in providing goods and/or services.	
	6. Draw a map of places that provide goods and services for his/her community.	6. Make scale models of the buildings on butcher paper.

Curriculum Content	Activities	Resources/Suggestions
	7. View filmstrip.	7. "Neighborhood Series" filmstrip and record.
	8. Visit local shopping center. Locate four businesses or institutions that provide services and four stores that provide goods.	8. Goods: -Grocery store -Bakery Services: -Cleaners -Shoe Repair Shop
	9. Name and identify the businesses he/she saw.	

EVALUATION: The student will name and identify four kinds of stores that provide goods and four businesses and/or institutions that provide services.

Jean Parks
Harry Stone

CAREER EDUCATION

SUBJECT: English

GRADE LEVEL: 9-12
Resource

CAREER EDUCATION
LEARNER OUTCOME: 3:04 The student should be able to demonstrate a knowledge of how to use a telephone and phone book to get information regarding the public transportation system.

BASELINE OBJECTIVE: N/A

PERFORMANCE OBJECTIVE: The student will be able to find the telephone number of the bus company and determine the bus schedule for his/her area.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Alphabetizing - letters - words	The student will: 1. Arrange alphabet cards in proper sequence.	1. Film: "Using the ABC's" Homemade alphabet cards.
	2. Practice putting in missing cards.	
Telephone - dialing - good manners - verbalize questions	3. Alphabetize cards with simple words on them.	3. Homemade cards.
	4. Practice proper use of the telephone.	4. Kit from Bell Telephone.
	5. Discuss telephone manners.	
Use of the Yellow Pages	6. Discuss how he/she would find the bus company listed in the Yellow Pages.	6. Let students look under all their suggestions until teacher steers them in correct direction.
	7. Call the bus company and write down the bus schedule for his/her area.	7. Practice speaking before making the call.

EVALUATION: The student will find the telephone number of the bus company and determine the bus schedule for his/her area.

W.Crocker
Roosevelt High School

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts

GRADE LEVEL:
Special Education

CAREER EDUCATION
LEARNER OUTCOME: 7:23 The student should be able to understand the reasons for maintaining good health.

BASELINE OBJECTIVE: The student will be able to translate the messages within communication and translate the total message.

PERFORMANCE OBJECTIVE: The student will be able to write a paragraph explaining the importance of good dental health.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Aspects of a good paragraph 1. Indent 2. Capitalize 3. Punctuation 4. Complete sentences 5. Verb-noun agreement 6. Outlining	1. Discuss the aspects of a good paragraph.	1. Teacher Information: Review of information in text.
	2. Participate in class discussion on what can be done to care for teeth.	
	3. Listen to school nurse's presentation and observe the demonstration of how to brush your teeth.	3. Resource Person: School nurse
	4. View and discuss the film.	4. Audio-Visual: film: "A Trip to the Dentist"

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Write an outline of the points to be covered in his or her paragraph.	5. Teacher Information: Outline on the board as volunteers give important points. a. How often to visit the dentist. b. What the dentist does. c. Consequences of not seeing a dentist. d. How dental health contributes to good general health.
	6. Write and proof-read his or her paragraph.	

EVALUATION: The student will write a paragraph explaining the importance of good dental health.

Jean Parks
Harry Stone

SUBJECT: Mathematics

GRADE LEVEL: 7

CAREER EDUCATION
LEARNER OUTCOME: 8:11 The student should be able to understand the difference between gross income, net income and taxes.

BASELINE OBJECTIVE: Change decimals to percent and vice versa.

PERFORMANCE OBJECTIVE: The student will be able to compute gross income, net income and taxes when given a specific income.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Multiplication Definition of gross income.	1. Locate a job in the newspaper want ads which gives the hourly wage.	1. Local newspaper.
Change percent to decimal.	2. Multiply the hourly wage times 40 to get the weekly gross income.	
Definition of deduction.	3. Figure Social Security deductions by changing 5.85% to a decimal and multiply X weekly wage.	3. & 4. Use a flat base of 20% for IRS and 5.85% for FICA
	4. Figure income tax deduction by changing 20% to a decimal and multiplying X weekly wage.	
Definition of net income. Subtraction	5. Subtract the deductions from the weekly wage and this will be the net income.	

Curriculum Content	Activities	Resources/Suggestions
	6. Work similar problems in the textbook.	6. Modern School Math, Structure and Use pages 128-131, 209.

EVALUATION: The student will compute gross income, net income and taxes when given a specific income.

Jean Parks
Harry Stone

SUBJECT: Health

GRADE LEVEL: Special Education (9-12)

CAREER EDUCATION LEARNER OUTCOME: 3:03 The student shoud be able to identify acceptable and unacceptable interview behaviors.

BASELINE OBJECTIVE: N/A

PERFORMANCE OBJECTIVE: The student will be able to evaluate a job interview as acceptable and unacceptable using a rating scale.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Personal appearance -hygiene -grooming -dress	The student will: 1. Discuss good personal hygiene.	1. Film "You and Your Body" Possibly invite a Dental Hygienist to come speak.
	2. Model socially adequate grooming.	2. Film: "Growing Up"
Verbal skills -responses -articulation -eye contact	3. Exhibit good taste in color co-ordination.	
	4. Answer orally pre-determined questions in proper grammatic style.	4-5 Tape recorder might be used during questioning so that he/she can hear himself/herself.
	5. Speak properly in simulated interview.	
Attitudes -Courtesy -Motivation -Loyalty	6. Maintain dignity through proper eye contact.	6. Have full length mirror so that students can watch themselves.

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Curriculum Content	Activities	Resources/Suggestions
	7. State courteous responses to sample questions.	7. Booklet:"Good Manners"
	8. Present himself with a positive aura.	
	9. Participate in magic circle to clarify values.	9. Book (paraphrased) I'm Ok, You're Ok.
	10. Name the tools and/or items used on the job.	
	11. State reasons for wanting to work for a particular company.	
	12 Evaluate and rate a series of video taped simulated interviews.	12. Teacher will need to create rating scale.

EVALUATION: The student will evaluate a job interview as acceptable and unacceptable using a rating scale.

W. Crocker
Roosevelt

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Typewriting

GRADE LEVEL: 8

CAREER EDUCATION
LEARNER OUTCOME: 2:05 The student should be able to identify and locate information about jobs which will aid him or her in making a career choice, such as: availability, pay, location, and openings.

BASELINE OBJECTIVE: The student will be able to use work-oriented behavior and develop methods for task accomplishment.

PERFORMANCE OBJECTIVE: The student will be able to locate the names, addresses, and phone numbers of ten businesses related to his/her career choice and be able to correctly center and type a list of these ten names, addresses, and phone numbers.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Horizontal Centering Guidelines	1. Write the rules for horizontal centering copied from the text. 2. View teacher's demonstration as the rules are explained.	1. Personal Typewriting For Jr. High Schools. S. J. Wanous and Berly Haggblade, Southwestern Publishing.
Typewriter Parts 1. Backspace Key 2. Paper Guide 3. Center Point 4. Left and right margin	3. Locate the parts of the typewriter that are necessary for the task. 4. Practice centering his/her name on the typewriter; then center the name of any job he/she might like to have someday.	3. Materials: Typewriters, Paper, pencils.
Yellow Pages Using the Yellow Pages Locating Information	5. Participate in class discussion on the Yellow Pages: what is contained, use in everyday life, correct way to locate information.	5. Reference: Yellow Pages of Telephone Directory.

Curriculum Content	Activities	Resources/Suggestions
	6. Experiment with the Yellow Pages to find his/her church, local drugstore, etc.	
	7. Locate the job or service he/she centered earlier and read the information listed there.	7. Teacher Information: Aid students in finding the service/job they listed or soemthing closely related.
	8. Center the horizontal headings of ten names and locations or advertisements listed there.	
	9. Participate in class discussion on the possible benefits of advertising in and using the Yellow Pages.	9. Resource Person Speaker from Southwestern Bell; and/or local business person.

EVALUATION: The student will locate the names, addresses, and phone numbers of ten businesses related to his/her career choice and will correctly center and type a list of these ten names, addresses, and phone numbers.

Annie Jackson
Boude Storey Middle School

SUBJECT: Personal Typewriting

GRADE LEVEL: 8

CAREER EDUCATION LEARNER OUTCOME: 2:09 Using his or her own career choice, the student should be able to describe: (1)entry level skills and/or qualifications required and (2) job experience and/or qualifications required to advance to the next level.

BASELINE OBJECTIVE: The student will be able to use work-oriented behavior and develop methods for task accomplishment.

PERFORMANCE OBJECTIVE: The student will be able to locate five jobs he/she might like to have in the newspaper want-ads, describe the information found there, and correctly center and type the job titles.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Horizontal Centering: Rules Uses	1. Listen and watch as the teacher demonstrates the techniques of horizontal centering. 2. Discuss the rules and typewriter parts involved and the situations when centering will be needed.	1. Materials: Typewriters Paper 2. Text: Personal Typewriting Wanous and Haggblade
Want-ads Explore Interpret	3. Practice centering exercise in text. 4. Locate the classified ads in the newspaper and listen to teacher's explanation of the format.	4. Materials: Newspaper for each student

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Examine the want-ads and choose five jobs that appear interesting to him/her due to the information given. 6. Center and type the title of each job, using proper technique. 7. Display his/her work and tell the class what he/she discerned about the job's qualifications, salary, etc.	5. Teacher Information: Encourage students to choose ads that give the reader insight into the position available

EVALUATION: The student will locate five jobs he/she might like to have in the newspaper want-ads, describe the information found there, and correctly center and type the job titles.

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Vivian Iglehart
Holmes Middle School

SUBJECT: Typewriting

GRADE LEVEL: 8

CAREER EDUCATION LEARNER OUTCOME: 2:09 Using his or her own career choice, the student should be able to describe: (1) entry level skills and/or qualification required and, (2) job experience and/or qualification required to advance to the next level.

BASELINE OBJECTIVE: The student will be able to identify the actions involved in work-oriented behavior and move toward desired outcomes.

PERFORMANCE OBJECTIVE: The student will be able to center a 12 line paragraph vertically on a half sheet of paper, using double spacing, and predict the need for these skills in order to obtain an entry level job as a typist.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Vertical Centering -Vertical centering on a half sheet of paper -There are 33 lines on a half sheet.	The student will: 1. Write the rule for vertical centering from the text. 2. Listen to the teacher interpret the rule and demonstrate on the board. 3. Locate the following parts of the typewriter: (a) Spacing guide (b) Carriage return lever (c) Alignment scale (d) Left and right margin stops (e) Tab clear key (f) Tab set key (g) Tab key	1. Text: Personal Typewriting for Jr. High Schools, S. J. Wanous and Berly Haggblade, 3rd edition, Southwestern Publishing Co. 2. Materials: Paper and eraser 3. Teacher Information: a) Place on 2 d) Set a 60 space line e) Clear tab f) Set a five space indention

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	4. Count the total typed and blank lines.	4. Teacher Information: 12 typed and 11 blank lines equals 23 lines.
	5. Subtract 23 lines from 33 lines.	5. Teacher Information: Leaves 10 lines.
	6. Divide 2 into 10.	6. Teacher Information: Equals five (5).
	7. Put the paper in the typewriter and begin typing on the sixth line.	
	8. Type the paragraph from the text.	
	9. Listen to the guest typist and discuss the need for these skills in order to get a job as a typist.	9. Resource Person: Clerk from the office; also a parent if possible. Include possible uses of centering in business letters, ads, reports, etc.

EVALUATION: The student will center a 12 line paragraph vertically on a half sheet of paper, using double spacing, and predict the need for these skills in order to obtain an entry level job as a typist.

Annie H. Jackson
Boude Storey Middle School

LEARNING MODULE
CAREER EDUCATION

SUBJECT: General Business - Computing Take Home Pay GRADE LEVEL: 9

CAREER EDUCATION
LEARNER OUTCOME: 8:11 The student should be able to understand the differences between gross income, net income and taxes.

BASELINE OBJECTIVE: The student will be able to analyze work-oriented behavior and organize skilled behavior.

PERFORMANCE OBJECTIVE: The student will be able to determine take-home pay and specific deductions such as income tax and social security, given gross pay.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Computing take home pay. Vocabulary - gross income - net income - taxes Analyze withholding tax table - F.I.C.A.	The student will: 1. Define related vocabulary terms: gross income, net income and taxes. 2. Compute a list of problems on hourly wages; determine F.I.C.A. tax and use tax table. - determine income tax to be deducted - determine F.I.C.A. at a rate of 5.5% 3. Review newly learned skills by completing related business problems in workbook, Chapter 20. 4. Complete worksheet by computing a 44 hour week's wage for the first 40 hours and $4.65 per hour overtime.	1. Textbook: General Business for Economic Understanding 2. Transparency 4. Materials needed: tax table, pencil, teacher made worksheet

EVALUATION: The student will determine take-home pay and specific deductions such as income tax and social security, given gross pay.

Lue Nell Foster
South Oak Cliff Annex

SUBJECT: General Business

GRADE LEVEL: 9

CAREER EDUCATION
LEARNER OUTCOME: 8:22 The student should identify various reasons for using a bank.

BASELINE OBJECTIVE: The student should understand why banks are needed.

PERFORMANCE OBJECTIVE: The student will be able to demonstrate by means of a written report that banks are businesses, organized to handle the money of individuals, large and small businesses and other organizations.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Why banks are needed. Banks offer checking and savings account services. Banks have large vaults protected by massive doors. Banks help communities grow-lending.	The student will: 1. Read pages 147, 148, 149, 150, 151 and 152. 2. Define key vocabulary terms: deposit, depositor, account, and interest. 3. View and discuss transparencies, dealing with banks and how banks earn income. 4. View a display of forms used by banks. 5. Exercise the use of newly learned, vocabulary terms.	1. Text: Debrun, Haines, Malsbuary, Crabbe, General Business for Economic Understanding. 2. Transparencies prepared by teacher. Use any material secured through local banks.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Organization of banks -investment -savings -state -commercial	6. Work in workbooks, solving related business problems. 7. Visit a local bank, observe workers in the bank for possible career opportunities. 8. Identify the organization of the banks.	6. Materials needed: paper, pencil, workbook. 8. Transparency masters.

EVALUATION: The student will demonstrate by means of a written report that banks are businesses, organized to handle the money of individuals, large and small businesses and other organizations.

Lue Nell Lester
South Oak Cliff Annex

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Clerical Practice

GRADE LEVEL: 11

CAREER EDUCATION
LEARNER OUTCOME: 3:02 The student should be able to demonstrate appropriate skills when seeking a job.

BASELINE OBJECTIVE: The student will be able to emphasize specific work-oriented behaviors and predict individual outcome.

PERFORMANCE OBJECTIVE: The student will be able to prepare for the "choice" and interview phases of securing clerical employment.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Find a position for which you qualify in terms of basic clerical skills. Develop effective skills in preparing personal data sheets, letters of application, and the filling out of application forms. Perfect student behavior, appearance and attitude for the initial job interview. Learn proper office wardrobe and attire.	The student will: 1. Locate sources telling of various clerical job opportunities. 2. Write a rough draft of a personal data sheet; then prepare it in typewritten form. 3. Prepare a letter of application (typewritten) using good composition.	1. Newspaper want ads: business periodicals, radio advertisements, company personnel offices, employment agencies (state, federal and private) 2. Text: Clerical Office Procedures by Meehan, Pasewark, and Oliverio. 3. Materials: Various forms of letterhead stationery, application forms and other employment data can be obtained from community businesses when they discard or change forms.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	4. Fully complete various types of application forms similar to those provided by most businesses and industries.	
	5. Engage in a "simulated" job interview.	
	6. Listen as the instructor rates his/her performance, dress, and attitude.	6. Film: "Getting and Keeping the Job", wardrobe planning and techniques for the business office, a pamphlet by Mary Salerno.
	7. Be critiqued with regard to grammar and decorum.	7. A class critique.

EVALUATION: The student will prepare for the choice and interview phases of securing clerical employment.

Betty Tucker
Roosevelt

SUBJECT: Typing

GRADE LEVEL: 9-12

CAREER EDUCATION
LEARNER OUTCOME: 3:03 The student should be able to identify acceptable and unacceptable interview behaviors.

BASELINE OBJECTIVE: The student will be able to organize work oriented behavior and implement plans for task accomplishment.

PERFORMANCE OBJECTIVE: The student will be able to complete a checklist as he/she rates the acceptable and unacceptable behaviors in several mock interview sessions.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Interviews for job placement - Dress - Attitude - Behavior patterns	1. Dress in correct way for an interview and act in a proper manner.	1. Suggestion: Students could discuss the proper types of attire in small group sessions.
	2. Listen to a quest speaker discuss appropriate interviewing behavior.	2. Resource person could come from personnel department of a large business concern or the placement office of a business school.
Acceptable and unacceptable behavior	3. List acceptable and unacceptable interviewing behavior.	3. This activity could be carried out in small groups.
	4. Participate with class as various group lists are compared.	

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Select a job he/she would be interested in obtaining.	5. Suggestion: Allow students to select one job from current want-ad section of the newspaper.
	6. Design a role playing situation.	6. Teacher will first demonstrate what role playing is and explain what can be gained from it.
	7. Perform role play before rest of class.	
	8. Complete checklist and rate the different interviews.	8. Checklist will be compiled by teacher.

EVALUATION: The student will complete a checklist as he/she rates the acceptable and unacceptable behaviors in several mock interview sessions.

Arlene Miller
Roosevelt

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Applied Secretarial Practice

GRADE LEVEL: 11-12

CAREER EDUCATION
LEARNER OUTCOME: 4:23 The student should recognize that there are times when a great deal of work will have to be done in a short period of time so everyone will have to work at full capacity and anyone who cannot produce under pressure will be of little value to an employer in such situations.

BASELINE OBJECTIVE: The student will be able to internalize work-oriented behaviors and execute efficient skills behavior.

PERFORMANCE OBJECTIVE: The student will be able to accurately complete several work tasks involved in business situations in a limited, specified time period.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Applied Secretarial Practice	1. Review and discuss Units 4-7-8-9, pp. 48-178 of his/her textbook. (Allow 15 minutes)	1. Textbook: Gregg, Fires, Rowe, Travis, Applied Secretarial Practice, Fifth Fdition, Gregg Division, McGraw-Hill Book Company, pp. 48-178
Taking Dictation and Transcribing Preparing for Dictation Taking Dictation Letter Styles and Placement Transcribing	2. Take dictation (three business letters) for 6 minutes. (Allow 6 minutes).	2. Notepad, pen
	3. Proofread and accurately transcribe on typewriter each letter dictated. (Allow 15 minutes)	3. Typewriter, typing paper, carbon paper, pad, dictionary.
Meeting the Public-In Person	4. Courteously, greet a caller who has an appointment with the boss. (Allow 4 minutes)	

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Use extension telephone to let your boss know that his visitor has arrived and send visitor into his/her office. (Allow 1 minute)	5. Telephone.
Ordering Supplies for Office Use. Requistiion Preparation outgoing and incoming mail.	6. Begin typing an order for business supplies after obtaining necessary materials from file cabinet. (Allow 15 minutes)	6. Typewriter, order blank in duplicate, order catalog.
Meeting the Public-By Telephone Taking incoming calls Telephone courtesty.	7. Go through the process of getting information for certain products desired by a prospective customer. (Allow 10 minutes).	7. Telephone, business catalog from file cabinet. Teacher could arrange an interruption at this point.
	8. Continue and complete order for supplies needed. (Allow 5 minutes)	
	9. Complete work for the day -Place order blank in outgoing mail. -Take letters to boss for his signature. -Advise him that you are leaving if it is alright. -Straignten up desk, change calendar.	9. All completed materials.
	10. At the end of time allotted, (1 hour-15 minutes) the student will submit completed business activities (the finished products) with 100% accuarcy, to instructor.	

EVALUATION: The student will accurately complete several work tasks involved in business situations in a limited psecified time period.

Joyce Cleveland
South Oak Cliff

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Business Communication

GRADE LEVEL: 11-12

CAREER EDUCATION
LEARNER OUTCOME: 5:19 The student should possess the ability to meet people, make appropriate introductions and chat with them for short periods of time.

BASELINE OBJECTIVE: The student will be able to evaluate work-oriented behaviors and extend individual outcomes.

PERFORMANCE OBJECTIVE: The student will be able to demonstrate how to effectively greet, introduce, and converse with business acquaintances in the business office for a short period of time.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
1. Business communications. 2. Greeting a new business acquaintance to the office. 3. Introducing the employer. 4. Voice tone and quality.	1. Review and discuss unit three, pp. 101-125 of his/her textbook. 2. Correctly greet a new business acquaintance in his/her office (Allow 15 seconds). 3. Talk with business acquaintance on an appropriate subject. (Allow 3 minutes) 4. Introduce new business acquaintance to the boss. (Allow 1 minute)	1. Textbook: Gregg-Rowe Business Communications, Fifth Ed. Gregg Division, McGraw-Hill Book Company, pp. 101-125. 2. Business like situation. 3. Tape recorder. 4. A third person.

Curriculum Content	Activities	Resources/Suggestions
	5. Correctly greet an old business acquaintance in his/her office. (Allow 5 seconds)	5. Teacher sets up business like situation.
	6. Inform the boss that a business acquaintance is here to converse with him. (Allow 10 seconds)	
	7. Politely converse with the business acquaintance on his way to greet the boss. (Allow 3 minutes)	
	8. Conduct a telephone conversation in which a salesman makes an appointment to see the boss (Conversation tone).	8. Tape recorder (play back)

EVALUATION: The student will demonstrate how to effectively greet, introduce and converse with a business acquaintance in the business office for a short period of time.

Joyce Cleveland
South Oak Cliff

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Typing

GRADE LEVEL: 9-12

CAREER EDUCATION
LEARNER OUTCOME: 6:02 The student will be able to identify his or her capabilities which are related to his or her career direction.

BASELINE OBJECTIVE: The student will be able to apply work-oriented behavior and expand the range of individual outcomes.

PERFORMANCE OBJECTIVE: The student will be able to type 40-45 wpm or 8 words beyond the minimum requirement of 40 wpm for a clerical position.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
I. Timed writings A. Accuracy B. Speed C. Calculating w.p.m. D. Space Line E. Proofreading F. Indentions G. Format	The student will: 1. Take one five minute and one ten minute timed typing exercise. 2. Calculate wpm on timed exercise. 3. Determine correct margins. 4. Proofread timing and circle errors. 5. Record the results from speed and accuracy drills. 6. Listen to the teacher explain the purpose of the speed and accuracy drills-timed writing. 7. Utilize instructions and accept authority pertaining to assignment.	1. Textbook 2. Timing scales 3. Overhead projector (Transparencies) 5. Each student keeps chart 7. Teacher directed

Curriculum Content	Activities	Resources/Suggestions
	8. Type timing drills from cassette player. 9. Discuss the difference between single space and double space. 10. Do timed writing exercises on single and double space. 11. Discuss the purpose of indentions. 12. Do timed writings on indention.	8. Cassette and player.

EVALUATION: The student will type 40-45 w.p.m. or 8 words beyond the minimum requirements of 40 w.p.m. for a clerical position.

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Cynthia Drake
Roosevelt

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Typing I

GRADE LEVEL: 9-12

CAREER EDUCATION
LEARNER OUTCOME: 6:09 The students should be able to identify the skills which he/she has which are necessary for success in the career area of his/her choice.

BASELINE OBJECTIVE: N/A

PERFORMANCE OBJECTIVE: The students will be able to demonstrate a business like manner through their dress/attitude and be able to accept authority in the business world.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Each student will be able to conduct themselves in a businesslike manner through: 1. Dress 2. Attitude 3. Being able to accept authority.	The student will: 1. Be given a set of rules that will include items that are not allowed in office practice. (No rollers, hat, etc.) 2. Be penalized for tardiness to encourage being on time. 3. Be penalized for absentees. 4. Listen to a guest speaker on the proper language used in office practice. 5. Break up into groups and evaluate the guest speaker's presentation.	1. Transparencies 2. Century 21 Typewriting 3. Suggestions: A guest speaker from a personnel department of Sears. 4. A counselor from an employment agency.

EVALUATION: The student will demonstrate a businesslike manner through dress and attitude and be able to accept authority in the business world.

Arlene Miller 201
Roosevelt

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Typing - Business Letters

GRADE LEVEL: 9-12

CAREER EDUCATION
LEARNER OUTCOME: 6:09 The student will be able to identify the skills which he/she has which are necessary for success in the career area of his/her choice.

BASELINE OBJECTIVE: The student will be able to analyze work-oriented behavior and organize skilled behavior.

PERFORMANCE OBJECTIVE: The student will be able to type different letters needed for business and identify at least three jobs in which he/she would have to type those letters.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Teaching Margins -short -long -average	1. Listen, as the teacher describes how to find margins.	1. Materials: demonstration sheets, transparencies
	2. Practice finding margins using test exercises.	2. Textbook
Timed Typing	3. Type rough draft letters on electric typewriters.	3. Typewriter, paper
Styles of letters -personal and business -block-modified block -modified block with indented paragraphs	4. Identify different types of letters.	4. Suggestion: Supply students with samples of each.
	5. Type different style letters from forms and textbook.	5. Typewriter Text Paper
Teach lines to start -date -return address -according to length of letter	6. View different types of letters projected on overhead projector.	6. Transparencies secured by teacher.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Paragraphs -single space -double space Use of carbon paper in letter writing Spaces -date -inside address -salutation	7. Listen to the teacher lecture about typing letters. 8. Practice typing a business and personal letter in both the block and modified block style. 9. Participate in a discussion of the different types of jobs which would require him/her to type a letter.	8. Typewriter Paper 9. Teacher led discussion and make a list of occupations on the board.

EVALUATION: The student will type different letters needed for business and identify at least three jobs in which he/she would have to type those letters.

Bettie Tucker
Roosevelt